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Student Perceptions Which Affect Initiation of the Counseling Experience

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STUDENT PERCEPTIONS WHICH AFFECT INITIATION

OF THE COUNSELING EXPERIENCE

(TITLE)

BY

Julia A. Shuppert

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1987

YEAR

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STUDENT PERCEPTIONS WHICH AFFECT INITIATION
OF THE COUNSELING EXPERIENCE

BY

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B.S., Education, Eastern Illinois University, 1985

M.S., Education, Eastern Illinois University, 1986

ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the
Graduate School of Eastern Illinois University

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ABSTRACT

In effort to determine student perceptions which inhibit initiation of counseling, 235 seniors from two randomly selected, mid-Illinois high schools were surveyed. The two schools were chosen according to geographic location and student enrollment. The 50 item survey consisted of 26 internal items (reasons within the student) and 24 external items (reasons lying with the counselor or counselor circumstances), which could further be divided into eleven categories: perceived lack of empathy; perceived lack of acceptance; perceived lack of confidentiality/trustworthiness; perceived counselor incongruency; perceived counselor authoritarianism; perceived counselor inadequacy; perceived problem in time or scheduling; perceived negative consequences; perceived apprehensions; lack of information, and; student rejection of counselors/ counseling. Rank item analysis indicated an equal distribution of internal and external reasons for avoidance of counselor contact. Further, it was found that perceived apprehensions and perceived problem in time or scheduling were the two most significant areas of deterrence.

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CHAPTER I

INTRODUCTION

Background of Study

In 1978 the President's Commission on Mental Health stated that 5% to 15% of all children and adolescents (some three to nine million young people) require some type of mental health service. Upon comparing the number of youth in need with the number who are actually receiving counseling services, an alarming number of troubled youth remain unrecognized and untreated. According to an article written by Furey (1987), two thirds of the three million seriously disturbed youth in the country are not acquiring the services they need. Although estimates on the number of children and adolescents who need counseling services vary from study to study, there exists the consensus that the number of youth who require treatment far exceeds the number receiving such services.

Because children and adolescents do not have a clear perspective of themselves or of counseling (Furey, 1987), they are seldom self-referred. In turn, children and adolescents are frequently pointed or pulled to counseling by an adult who has identified

in them what are often subtle or disguised requests for help. Furey (1987) claims that counselors should not expect youngsters to ask for help in the same manner as do adults; youth's requests for assistance are usually indirect and, consequently, are often overlooked by those who do not possess the training and sensitivity to understand the messages.

The counseling profession, especially as it pertains to youth (Furey, 1987), must proceed under a principle of supply and need rather than on a supply and demand basis; the demand simply does not reflect the need. The solution, therefore, involves at least three separate processes. First, improved methods must be developed for identifying children and adolescents who require counseling. Second, the counseling system must provide the services and facilities necessary to accommodate all youngsters in need. Third, counselors must become aware of student perceptions as well as their own attitudes and behaviors which deter counseling experiences.

Statement of Problem

According to a survey of 473 randomly selected ninth to twelfth graders in a suburban high school, Meagher and Clark (1982) found that few secondary

students discuss their pressing personal problems with school counselors. Only 55 (11.6%) of the 473 students had ever discussed such topics as drugs, sex, family or peer relations, or depression with a school counselor.

By the very nature of their jobs, counselors are employed to deal with these arising issues. Counselors have an ethical obligation to keep such matters confidential. Counselors do not assign grades to students and, likewise, having not dealt with them in the classroom, counselors have fewer preconceived notions about students. Finally, counselors have training and experience in dealing with the kinds of concerns common to adolescents. Why is it, then, that so few youngsters seek assistance through the school counseling program? Are students unaware of the counselor's role? What behaviors do counselors exhibit that deter prospective clientele? What student perceptions interfere with initiation of the counseling experience?

Purpose of Study

The purpose of this study is to determine those perceptions of students which have inhibited them from seeking counselor assistance. Through determining

such perceptions, the author not only hopes to become more aware of student needs and expectations, but hopes to acquire an indication of strengths and weaknesses of existing school counseling programs. Developing an awareness and understanding of student perceptions provides for implications in the areas of: improving existing counseling programs; developing new counseling programs at the secondary, junior high, and elementary levels; providing feedback to practicing counselors, educators, and the community; and, improving communication and public relations between counselors, students, parents, faculty, and administration.

Limitations of Study

This study is limited to the experiences, perceptions, and responses of 235 high school seniors. The number of subjects and geographic locations of the two schools surveyed may be limiting in itself, if attempting to generalize results. Also, as with any computerized survey form, there exists the possibility of fraudulence during completion of items. Additionally, the study may be considered limited by some, as rank item analysis and percentages are the extent to which statistical analyses are involved.

CHAPTER II

REVIEW OF LITERATURE

As a result of Strong's (1968) formulation of counseling as an interpersonal influence process, numerous studies have been designed to investigate various issues concerning the validity of this model and its related implications. As Strong's model places heavy emphasis of perceived attributes of the counselor as the source for social power (Barak, Patkin, and Dell, 1982), various studies have sought to identify behavioral cues that affect client's perceptions of a counselor as a credible source of assistance.

Researchers investigating client's perceptions of counselors have dealt with variables beyond direct control of the counselor and those within the counselor's control; that is, quality and performance. Qualities, according to Barak et al. (1982), refers to demographic/descriptive characteristics of the counselor, such as age, sex, group membership, title, experience, training, judged physical attractiveness, or ascriptions resulting from social norms or stereotypes. Performance variables, on the other hand, are those which emphasize specific counselor interaction behaviors and the

quality of these behaviors. As would be expected, a recent literature review of Corrigan, Dell, Lewis, and Schmidt (1980) strongly suggests that performance variables are a more important determinant of client's perceptions of counselor's expertise than are demographic variables.

The purpose of a study by Roll, Crowley, and Rappl (1985), was to determine if variations in counselor nonverbal behavior result in enhanced or debilitated perceptions of counselor expertness, attractiveness, trustworthiness, and helpfulness. Three groups of college freshmen, by audio-visual means, rated the perceived expertness, attractiveness, trustworthiness, and helpfulness of a counselor emitting nonverbal behavior at a high, moderate, or low frequency. Manipulated counselor nonverbal behaviors included gestures, eye contact, forward lean, and touching. Results indicated that counselors in the high frequency nonverbal behavior (NVB) conditions were perceived as significantly more helpful, expert-like, and attractive than those in the moderate and low NVB conditions. Nonverbal behavior of the counselor in the low frequency NVB conditions resulted in debilitated ratings for every dependent measure, indicating the relevance of high frequency counselor nonverbal behavior.

Students requesting counseling from a university counseling service were assigned by McKee and Smouse (1983) to one of eight treatment conditions to determine the effects of counselor status (high, low), counselor weight (normal, overweight), and client gender on initial perceptions of counselor expertness, attractiveness, and trustworthiness. Forty males and forty female subjects reviewed a brochure containing a photograph and descriptions of either a high status normal weight, high status overweight, low status normal weight, or low status overweight counselor, and were provided with precounseling audiotapes explaining the counseling process. Clients then completed the Counselor Rating Form, used to measure the dependent variables. Although counselor weight and client gender produced nonsignificant results, the trend toward significance for the interaction between counselor status and counselor weight for the variables of expertness and trustworthiness suggests that only when evidential, reputational, and behavioral cues of status are at a minimum, does weight become a salient factor. The attractiveness variable reached no level of significance in this study.

Attractiveness was the issue of a study done by Blier, Atkinson, and Geer (1987). The purpose of this study was to examine the effects of client gender, counselor gender, and counselor sex roles on client willingness to visit the counselor for specific areas of concern. Generated from earlier surveys, the three most significant areas of concern included personal, assertiveness, and academic. Combining these concerns with such counselor descriptors as masculine, feminine, or androgynous, a questionnaire was devised and given to 47 males and 60 females. Based on the provided counselor descriptions, the subjects, using a Likert scale ranging from definitely not willing to see (1) to definitely willing to see (7), were asked to rate their willingness to see the counselor for a variety of concerns; these concerns, no doubt, belonging to one of the three significant areas. Analysis of subject responses showed that the feminine sex role was rated higher than the masculine sex role for personal concerns while the converse was found to be true for assertiveness concerns. For academic concerns, both the masculine and androgynous sex roles were rated higher. Client and counselor gender

were found to have no effect on willingness to see the counselor.

Barak, Patkin, and Dell (1982) examined the effects and the relative contribution of three counselor behaviors, namely nonverbal behavior, jargon, and attire, on perceived expertness and attractiveness. In a factorial design, 120 undergraduates observed an interview with a counselor performing in one of eight combinations of responsive or unresponsive nonverbal behavior, professional or layman's jargon, and formal or casual attire. The subjects then rated the perceived expertness and attractiveness of the counselor. Results indicated that all three independent variables significantly affected perceived expertness and attractiveness; nonverbal behavior accounting for most of the variance, while jargon and attire were much inferior in their relative contribution to subject's perceptions. These results support the relatively greater significance of nonverbal behavior in determining perceived counselor expertness and attractiveness.

In order to identify potential irritations within counseling relationships, Bailey, Meyers, and Smith (1977) conducted pilot studies examining counselor

behaviors and counselor situations. These behaviors were then classified into four categories of annoying factors: the process of counseling - the relationship between the counselor and the counselee, their verbal and nonverbal interaction; the counselor - variables of race, sex, personality, attitudes, dress, and character; the counseling environment - the physical details of the room such as seating, lighting, interruptions by phone or visitors; and, the school environment - ease and opportunity of seeing the counselor, teacher's attitudes toward guidance services, and teacher's attitudes toward missing classes and making up work. A 76-item questionnaire, derived from the pilot study, was administered to ninth-grade students who, initially, nominated three categories of nine as self-representative. From the self nominations, students were classified as either socially effective, aggressive, or withdrawn; these elements considered by Bailey et al. (1977) as elements potentially related to counselee irritability. Resulting data suggested that aggressive students are less tolerant of insecurity and perceived counselor lack of work enjoyment, while the withdrawn are irritated by over-warmth and openness to the

counseling relationship. Socially effective students were annoyed with counselor lack of: demonstrated humaneness, confidentiality, and mutual respect. Conclusive evidence suggested that the subjects preferred friendly, warm, confidential, and accessible counselors.

CHAPTER III

DEVELOPMENT OF STUDY

The initial effort of this study (Saltmarsh, 1967) involved 125 students enrolled in Senior Health at an Ohio high school. These students (57 females, 68 males) were asked to reflect upon their experiences with the counseling services available to them, and estimate the number of occasions they had wanted to seek counseling but had not done so. Reflecting upon their entire four years of high school, the subjects were then requested to identify the reasons, if any, which had prevented full use of the potential counseling services. The students were then asked to write, in their own words, any such reasons which had prevented contact with the counselor.

Analysis of the 125 responses yielded fifty (50) separate reasons which were easily divided into two categories:

1. Reasons which, as perceived by students, seemed to lie within themselves.
2. Reasons which, as perceived by students, seemed to lie with the counselor or circumstances within which the counselor functions.

The items in the first category were labeled internal items while the second category items were labeled external. Additionally, the fifty separate reasons were determined to be capably classified into eight categories: perceived lack of acceptance; perceived lack of empathy; perceived incongruency; perceived authoritarianism; perceived counselor inadequacy; perceived apprehensions; perceived problem in time or scheduling, and; student rejection of counseling/ counselors.

Revisions of the pilot study were thought necessary by the author. After inspection of the responses, it was found that the eight categories could be further expanded to eleven more distinct categories. The three additional categories include: perceived negative consequences; perceived lack of confidentiality/trustworthiness, and; lack of information. Portrayed in the following paragraphs are the eleven categories and their appointed distribution of student responses:

Perceived lack of acceptance. "Counselor prefers students with good grades," "My concern was not important enough to bother the counselor," "Counselor is not interested in me," "Counselor does not welcome me," "Counselor prefers college bound students."

Perceived lack of confidentiality/trustworthiness.

"I don't trust counselors," "Afraid counselor will pass information about me to other people."

Perceived lack of empathy. "Counselor would argue against what I want," "Counselor makes me feel dumb," "I had a bad experience with a counselor," "Counselor doesn't understand me."

Perceived counselor incongruency. "Counselor might act concerned but inside will be laughing at me," "Counselor seems too superior," "Counselor seems artificial."

Perceived counselor authoritarianism. "Counselor is on the side of the teacher," "Counselor tries to run things too much."

Perceived counselor inadequacy. "Counselor cannot help me with my real problems," "Counselor talks too much - does not listen to me," "Counselor does not have the information I need," "There is no way anyone can help the mess I'm in."

Perceived problem in time or scheduling. "I did not have the time," "I've seen my counselor too much already," "Counselor usually tries to rush me off," "Counselor was busy or not in," "I wanted to see the counselor but never got around to it,"

"Counselor has too many students to be effectively concerned with individuals," "Counselor is unable or unwilling to change schedule around my needs."

Perceived negative consequences. "Afraid I would not get the answers I wanted to hear," "Would have heard the same thing I've heard from others," "Afraid counselor would disapprove if the truth were known," "I felt that talking to the counselor would only increase my troubles," "Afraid counselor would place me in higher level classes," "If I were honest it might hurt counselor's recommendation for my college or job admission," "Afraid parents would find out I had talked with the counselor."

Perceived apprehensions. "I'm too shy," "I do not like to tell a stranger about personal problems," "I couldn't work up the nerve," "It's hard for me to talk to counselors of the opposite sex," "I'm not sure how to begin talking to the counselor," "I would be embarrassed to reveal my real concerns," "It is difficult for me to talk to the counselor," "It's hard for me to talk to counselors of the same sex," "I would not want my friends to know I was seeing a counselor."

Lack of information. "Counselor deals only with school/college/occupational problems," "Didn't know who my counselor was," "Unsure if I could go to counselor other than one to whom I'm assigned."

Student rejection of counselors/counseling.

"I just don't like the counselor," "Counselor and I irritate each other," "Counselor has no business in my life," "Weak people go to counselors."

As student responses/reasons would be utilized as survey items, the author took initiative of re-wording two responses considered to be somewhat vague. One item was revised from "I cannot talk to my counselor" to "It is difficult for me to talk to the counselor," shifting to a more distinct, internal locus-of-control. Likewise, an item reading "Counselor is inflexible" was revised to "Counselor is unable or unwilling to change schedule around my needs," taking precaution against misinterpretation or incomprehension of the word "inflexible". With these revisions, the responses would be prepared for transformation into survey items.

CHAPTER IV

METHOD OF SURVEY

Instrumentation

Following revision of the pilot study responses, a 50-item, two page survey was constructed. The items, in statement form, were alternated in terms of internal perceptions (reasons within the students) and external perceptions (reasons lying with the counselor or counselor circumstances) which affected initiation of counseling. It can be noted the final page of the survey loses this process of alternation, due to the fact that there exists more internal than external items. The computerized survey form was equipped with four columns of evaluative responses: strong reason which prevented counselor contact (S); moderate reason (M); weak reason (W); and does not apply (D). The final portion of the survey provided space and opportunity for students to accurately describe any reasons, not included in the survey, which they felt prevented them from seeing their counselor.

Subjects/Sites

Due to the nature of this study, high school seniors were thought to be best qualified to respond.

A total of 235 seniors from two mid-Illinois high schools, selected according to geographic location, senior class size, and availability, willingly participated. The subjects, ages seventeen to eighteen, were not asked to identify their names or distinguish themselves as male or female; gender being an insignificant factor in the purpose of this study. Senior classes such as Contemporary Problems, Senior Math, Senior Composition, and study halls were utilized as administration sites.

Procedure

Superintendents from the two school districts were contacted for permission to survey their high school seniors. With this verification, the author then contacted the principals and guidance department directors, explaining the objectives and administration necessities of the study. School visitation dates were then decided upon, prior to which the guidance directors would arrange for survey administration time in classes of seniors.

Preceding the school visitations, letters of objectives and instruction, along with a sample survey, were provided to the guidance directors. With this preparation, survey administration assistance was made possible. The author, guidance directors, and

various classroom instructors shared the responsibility of administration. Students were provided with the two-page survey, pencils, and the following instructions:

READ THE ITEM CAREFULLY! If you feel: "Yes, indeed, this is definitely a reason I did not go to see my counselor at one or more times," - mark STRONG REASON, S. If you feel: "This was one reason, but there were others," - mark MODERATE REASON, M. If you feel: "This may have been a reason, I never thought of it in this way," - mark WEAK REASON, W. If you feel: "This reason has never prevented me from seeing my counselor," or if the reason does not apply - mark DOES NOT APPLY, D.

These instructions, in addition to being written on the survey, were read aloud to the students. The subjects were asked to respond honestly, and were reminded of their undisclosed identity and the probability that the results would be published. Students were also encouraged, following item completion, to describe any additional reasons which they felt had kept them from seeing a counselor. Questions were then addressed and, upon collection and organization, the surveys were computer scored for rank item analysis.

CHAPTER V

STATISTICAL ANALYSIS/RESULTS

For the 235 responses, rank item composites and percentages were computer analyzed. Survey items were ranked according to percentage of 235 students who marked the STRONG (S) response. Item number eleven, reading, "I do not like to tell a stranger about personal things," significantly received the highest percentage (29.4%) of responses. The fewest percentage of STRONG responses (1.3%) was designated to item number eighteen, reading, "Counselor and I irritate each other." Further, it is interesting to note the five most frequent STRONG responses.

They are:

1. I do not like to tell a stranger about personal things.
2. Afraid counselor will pass information about me to other people.
3. I did not have the time.
4. I would be embarrassed to reveal my real concerns.
5. Counselor was busy or not in.

See Appendix II for items listed according to rank order.

Rank item percentages for internal and external responses were also computed, as indicated in Appendix III.

Each survey item had previously been designated as an internal reason or an external reason for avoiding counselor contact. As a result of this pre-designation, it was possible to determine the significance to status of internal and external items according to their overall ranking, and the number of internal and external items within the ten most prevalent responses. Throughout the fifty ranked responses, internal and external items were evenly distributed. Of the top ten ranked responses (ties included), seven items are internal reasons while six items are external reasons. The survey consisting of 26 total internal items and 24 external items, these indications are consistent in ratio.

In order to take into account all evaluative responses for an item, a method of combining the responses was incorporated. STRONG and MODERATE response percentages were combined, as well as WEAK and DOES NOT APPLY responses, resulting in a STRONG and WEAK percentage for each item. The procedure was as follows:

Item	STRONG %	+	MODERATE %	+	WEAK %	+	DOES NOT APPLY %
	STRONG S%				WEAK W%		

Item numbers one through ten, as they appear on the survey, along with their percentages of combined Strong, Moderate' (STRONG) and combined Weak, Does Not Apply (WEAK) responses, are shown in Table I. Indicated as STRONG responses are items one, three, eight, and ten, which state: "I did not have the time," "My concern was not important enough to bother the counselor," "Counselor cannot help me with my real problems," and "Counselor deals only with school/college/occupational problems." WEAK responses of the first ten survey items are numbers five and seven, reading: "I just don't like my counselor" and "I've seen my counselor already."

TABLE I

Percentages of Combined Strong, Moderate (S) and
Combined Weak, Does Not Apply (W) Responses
for Survey Items One Through Ten

Item	S	W
1. I did not have the time.	49.3	50.6
2. Counselor prefers students with good grades.	14.4	85.5
3. My concern was not important enough to bother the counselor.	37.8	62.1
4. Counselor is on the side of the teacher.	22.5	77.0
5. I just don't like my counselor.	7.6	91.5
6. Counselor might act concerned, but inside, will be laughing at me.	15.4	84.7
7. I've seen my counselor too much already.	5.5	93.6
8. Counselor cannot help me with my real problems.	33.2	66.4
9. I'm too shy.	18.7	80.9
10. Counselor deals only with school/college/occupational problems.	31.0	69.0

Shown in Table II are items eleven through twenty and their STRONG and WEAK percentages. Of these items, number eleven, reading "I do not like to tell a stranger about personal things," obtained an outstandingly high STRONG response percentage. In contrast, the weakest percentage was computed for item eighteen, stating "Counselor and I irritate each other."

TABLE II

Percentages of Combined Strong, Moderate (S) and
Combined Weak, Does Not Apply (W) Responses
for Survey Items Eleven Through Twenty

Item	S	W
11. I do not like to tell a stranger about personal things.	53.7	46.4
12. Counselor usually tries to rush me off.	14.9	84.3
13. Didn't know who my counselor was.	14.0	85.1
14. Counselor was busy or not in.	44.2	55.7
15. Afraid I would not get the answers I wanted to hear.	20.5	78.7
16. Counselor is not interested in me.	11.0	88.1
17. I couldn't work up the nerve.	17.1	82.2
18. Counselor and I irritate each other.	3.9	95.4
19. Would have heard the same things I've heard from others.	25.9	73.2
20. Counselor seems too superior.	14.1	85.1

STRONG and WEAK response percentages for items twenty-one through thirty indicate four items of relevance. (See Table III) They are: "I wanted to see the counselor but never got around to it," "I'm not sure how to begin talking to the counselor,"

"I would be embarrassed to reveal my real concerns," and "Counselor has too many students to be effectively concerned with individuals." A predominately weak item response from items twenty-one through thirty is item number twenty-six, reading "Counselor does not welcome me."

TABLE III

Percentages of Combined Strong, Moderate (S) and Combined Weak, Does Not Apply (W) Responses for Survey Items Twenty-one Through Thirty

Item	S	W
21. I wanted to see the counselor but never got around to it.	39.1	60.4
22. Counselor would argue against what I want.	15.7	83.8
23. It's hard for me to talk to counselors of the opposite sex.	18.7	80.8
24. Counselor makes me feel dumb.	12.8	86.8
25. I'm not sure how to begin talking to the counselor.	33.2	66.4
26. Counselor does not welcome me.	9.4	90.2
27. I don't trust counselors.	13.6	86.0
28. Counselor prefers college bound students.	20.8	78.7
29. I would be embarrassed to reveal my real concerns.	34.4	64.7
30. Counselor has too many students to be effectively concerned with individuals.	30.2	69.4

Items numbers 33 and 40 were computed as high percentage STRONG responses of items thirty-one through forty (See Table IV). These items read, "It is difficult for me to talk to the counselor" and "Afraid counselor will pass information about me to other people."

Within this group of items, numbers thirty-one through thirty-seven, reading "I had a bad experience with a counselor," and "It's hard for me to talk to counselors of the same sex," showed WEAK percentages.

TABLE IV

Percentages of Combined Strong Moderate (S) and
Combined Weak, Does Not Apply (W) Responses
for Survey Items Thirty-one Through Forty

Item	S	W
31. I had a bad experience with a counselor.	9.4	90.2
32. Counselor seems artificial.	14.5	84.6
33. It is difficult for me to talk to the counselor.	28.5	71.0
34. Counselor doesn't understand me.	18.3	81.7
35. Unsure if I can go to counselor other than one to whom I am assigned.	13.2	86.4
36. Counselor talks too much - does not listen to me.	13.2	86.8
37. It's hard for me to talk to counselors of the same sex.	7.2	92.3
38. Counselor doesn't have the information I need.	14.9	85.1
39. I am afraid the counselor would disapprove if the truth were known.	24.2	75.3
40. Afraid counselor will pass information about me to other people.	34.0	65.5

Appearing in Table V are items forty-one through fifty, which showed neither outstanding WEAK nor outstanding STRONG response percentages. These items, as well as all other items which have failed to be labeled as STRONG or WEAK, are to be of relevance to the counselor's concern. The medial group of items, in order of strongest to weakest, are:

Would have heard the same things I've heard
from others, Afraid I would not get the answers
I wanted to hear, Counselor is unable or unwilling
to change schedule around my needs, Counselor
is on the side of the teacher, Counselor has
no business in my life, Counselor prefers
college bound students, It's hard for me to
talk to counselors of the opposite sex, I'm
too shy, Counselor doesn't understand me, I
couldn't work up the nerve, There is no way
anyone can help the mess I'm in, I would not
want my friends to know I was seeing a counselor,
Counselor tries to run things too much, Counselor
would argue against what I want, Counselor might
act concerned but inside will be laughing at
me, Counselor usually tries to rush me off,
Counselor doesn't have the information I need,
If I were honest it may hurt counselor's
recommendation for my college or job admission,
Counselor seems artificial, Counselor prefers
students with good grades, Counselor seems too
superior, Afraid parents would find out I had
talked with the counselor, Didn't know who my
counselor was, I don't trust counselors, I felt

that talking to a counselor would only increase my troubles.

TABLE V

Percentages of Combined Strong, Moderate (S) and
Combined Weak, Does Not Apply (W) Responses
for Survey Items Forty-one Through Fifty

Item	S	W
41. I felt that talking to a counselor would only increase my troubles.	13.6	86.0
42. I would not want my friends to know I was seeing a counselor.	16.2	83.4
43. Counselor tries to run things too much.	15.7	84.3
44. Counselor has no business in my life.	21.7	78.3
45. Afraid counselor would place me in higher level classes.	10.3	89.4
46. There is no way anyone can help the mess I'm in.	17.0	82.9
47. If I were honest, it might hurt counselor's recommendation for my college or job admission.	14.5	85.5
48. Counselor is unable or unwilling to change schedule around my needs.	23.8	76.2
49. Afraid parents would find out I had talked with the counselor	14.1	85.1
50. Weak people go to counselors.	12.8	85.6

It may be observed that all items, with the exception of item number eleven, have a greater WEAK percentage than STRONG percentage. This merely indicates that the majority of subjects, a majority of the time, marked W (weak) or D (does not apply) for that particular item, resulting in a higher WEAK percentage. For those items which fail to produce a sum of 100%, item omissions must be taken into account.

Also analyzed were the top and bottom quartiles of item responses, shown in terms of the 13 strongest and 13 weakest reasons preventing the counseling experience (See Tables VI and Table VII).

TABLE VI

Top Quartile of Strong (S) Percentages, or, Thirteen
Strongest Reasons Which Students Perceived as
Affecting Initiation of the
Counseling Experience

Rank	Item	S	W
1	I do not like to tell a stranger about personal things	53.7	—
2	Counselor prefers students with good grades.	49.3	—
3	Counselor was busy or not in.	44.2	—
4	I wanted to see the counselor but never got around to it.	39.1	—
5	My concern was not important enough to bother the counselor.	37.8	—
6	I would be embarrassed to reveal my real concerns.	34.4	—
7	Afraid counselor will pass information about me to other people.	34.0	—
8	Counselor cannot help me with my real problems.	33.2	—
9	I'm not sure how to begin talking to the counselor.	33.2	—
10	Counselor deals only with school/college/occupational problems.	31.0	—
11	Counselor has too many students to be effectively concerned with individuals.	30.2	—
12	It is difficult for me to talk to the counselor.	28.5	—
13	Would have heard the same things I've heard from others.	25.9	—

TABLE VII

Top Quartile of WEAK (W) Percentages, or, Thirteen
Weakest Reasons Which Students Perceived
as Affecting Initiation of the
Counseling Experience

Rank	Item	S	W
38	Counselor and I irritate each other.	—	95.4
39	I've seen my counselor too much already.	—	93.6
40	It's hard for me to talk to counselors of the same sex.	—	92.3
41	I just don't like my counselor.	—	91.5
42	Counselor does not welcome me.	—	90.2
43	I had a bad experience with a counselor.	—	90.2
44	Afraid counselor would place me in higher level classes.	—	89.4
45	I do not like to tell a stranger about personal things.	—	89.4
46	Counselor talks too much - does not listen to me.	—	86.8
47	Counselor makes me feel dumb.	—	86.8
48	Unsure if I can go to counselor other than one to whom I am assigned.	—	86.4
49	I don't trust counselors.	—	86.0
50	I felt that talking to a counselor would only increase my troubles.	—	86.0

Rather than as an evaluative measure of the items themselves, this is to be indicative of student responses. The top and bottom quartiles, derived from Tables I through Table V, represent the highest percentage of student responses for items indicating STRONG reasons and items indicating WEAK reasons. Obviously, the top quartile of responses, or STRONG reasons, are those perceptions which students claimed to have interfered with the counseling experience. They are:

1. Item 11 - I do not like to tell a stranger about personal things.
2. Item 2 - Counselor prefers students with good grades.
3. Item 14 - Counselor was busy or not in.
4. Item 21 - I wanted to see the counselor but never got around to it.
5. Item 3 - My concern was not important enough to bother the counselor.
6. Item 29 - I would be embarrassed to reveal my real concerns.
7. Item 40 - Afraid counselor will pass information about me to other people.
8. Item 8 - Counselor cannot help me with my real problems.
9. Item 25 - I'm not sure how to begin talking to the counselor.
10. Item 10 - Counselor deals only with school/college/occupational problems.
11. Item 30 - Counselor has too many students to be effectively concerned with individuals.
12. Item 33 - It is difficult for me to talk to the counselor.
13. Item 19 - Would have heard the same things I've heard from others.

Item number eleven, the strongest reason deterring counseling, also appears among the listing of weakest reasons. This signifies that apprehension of "telling a stranger about personal things" is an internal reason, a personal trait, that is as nonexistent as existent among students.

Further developing Tables VI and VII is the distribution of STRONG and WEAK item responses into external or internal perceptions. These include:

Strong Item Responses

External Responses. "Counselor prefers students with good grades," "Counselor was busy or not in," "Afraid counselor will pass information about me to other people," "Counselor cannot help me with my real problems," "Counselor deals only with school/college/occupational problems," "Counselor has too many students to be effectively concerned with individuals," "Would have heard the same things I've heard from others."

Internal Responses. "I do not like to tell a stranger about personal things," "I wanted to see the counselor but never got around to it," "My concern was not important enough to bother the counselor," "I would be embarrassed to reveal my real concerns,"

"I'm not sure how to begin talking to the counselor,"

"It is difficult for me to talk to the counselor."

Weak Item Responses

External Responses. "Counselor and I irritate each other," "Counselor does not welcome me," "Afraid counselor will place me in higher level classes," "Counselor talks too much - does not listen to me," "Counselor makes me feel dumb."

Internal Responses. "I've seen my counselor too much already," "It's hard for me to talk to counselors of the same sex," "I just don't like my counselor," "I had a bad experience with a counselor," "I do not like to tell a stranger about personal things," "Unsure if I can go to counselor other than one to whom I am assigned," "I don't trust counselors," "I felt that talking to a counselor would only increase my troubles."

The four quadrants signify items as strong-external, weak-external, strong-internal, or weak-internal responses. Counselors are obviously more concerned with the STRONG item responses. The responses in the strong-internal quadrant are those which counselors can attempt to improve, concerning students' internal perceptions and attitudes about themselves in relation

to the counseling experience. Likewise, the strong-external quadrant indicates what counselors can improve, concerning their own behaviors and circumstances in which they work. This quadrant, therefore, contains variables readily available to the control of the counselors with which to create desired perceptions of themselves.

The final analysis was in attempt to rank the top quartile (13 items) of STRONG responses, taken from Table VI, into generalized categories. The 50 survey items were previously categorized into eleven categories. Of these eleven, seven categories ranked within the top quartile of STRONG responses; the most prevalent being perceived apprehensions and perceived problem in time and scheduling. Perceived lack of acceptance was also proven significant. Portrayed in Table VIII are the top seven categories according to the highest percentage of, or, most frequent STRONG responses.

Results also include student's written comments. Though many comments are merely more intense replications of survey items, some show unique perceptions, deep gratitude, or disappointment with the counseling program. Twenty-two of 245 subjects chose to write comments (See Appendix IV).

TABLE VIII

Generalized Categories and Overall Rank of the
Top Quartile of Strong Responses

Categories	Rank
Perceived Apprehensions	
Item 11 - I do not like to tell a stranger about personal things.	1
Item 29 - I would be embarrassed to reveal my real concerns.	6
Item 25 - I'm not sure how to begin talking to the counselor.	9
Item 33 - It is difficult for me to talk to the counselor.	12
Perceived Problem In Time Or Scheduling	
Item 14 - Counselor was busy or not in.	3
Item 21 - I wanted to see the counselor but never got around to it.	4
Item 30 - Counselor has too many students to be effectively concerned with individuals.	11
Perceived Lack Of Acceptance	
Item 2 - Counselor prefers students with good grades.	2
Item 3 - My concern was not important enough to bother the counselor.	5
Perceived Lack of Confidentiality/Trustworthiness	
Item 40 - Afraid counselor will pass information about me to other people.	7
Perceived Counselor Inadequacy	
Item 8 - Counselor cannot help me with my real problems.	8
Lack Of Information	
Item 10 - Counselor deals only with school/college/occupational problems	10
Perceived Negative Consequences	
Item 19 - Would have heard the same things I've heard from others.	13

CHAPTER VI

SUMMARY/IMPLICATIONS

In surveying the perceptions of 235 high school seniors, the highest percentage of STRONG responses which affected student initiation of counseling, included items stating fear of direct initiation, fear of passed information, lack of time, embarrassment, and lack of counselor time. Perceived apprehensions and problems with time and scheduling can therefore be implied as the two most prevalent perceptions inhibiting counselor/student interaction.

There were an equal number of perceived internal and external responses, indicating that counselors would benefit from addressing both, student apprehensions and attitudes as well as their own behaviors and circumstances in which they work.

In regard to the top quartile of highest percentage of STRONG responses, it was concluded that perceived apprehensions and perceived problems in time and scheduling were the two most significant areas affecting initiation of counseling. This implies that counselors address these areas of concern and needed improvement.

CHAPTER VII

DISCUSSION/SUGGESTIONS

In addressing those perceptions of internal reasons, or apprehensions preventing counselor contact, the issue of client preparation or orientation comes into focus. Clients who are unprepared for counseling or who have negative attitudes toward this service may simply be unaware of what counseling is, its objectives, and its benefits. Neither the client nor the counselor will benefit from their counseling experience unless attitudes engendering apprehensions are resolved. Smith and Quinn (1985) conducted a study to evaluate the effects of two precounseling orientation presentations, each designed to enhance client expectations and thereby to attenuate client reluctance. The two orientations consisted of a verbal presentation and a research-developed audiovisual presentation delivered on a color television monitor. An outline used for both orientations included the specific topics of:

1. Introduction to the presentation and its purpose.
2. Benefits of participation as a client.
3. Counselor training objectives.

4. Conditions under which counseling is provided.

5. Steps toward initiating the counseling process.

The findings, based on a pretest and posttest assessment of client expectations, indicated the verbal approach as having no effect on expectations, while the audiovisual presentation significantly enhanced expectations.

The use of audiovisual materials in client orientation programs (Smith and Quinn, 1985) provides:

1. A means of attracting and holding the attention of students during orientation.
2. A means of modeling what have been identified as "good therapy" behaviors.
3. A uniform and efficient means of presenting information concerning the nature of services provided.

Whether live or audiovisual, orientations are of great significance to students' perceptions. The use of precounseling orientation programs serves not only to assist clients with development of appropriate expectations of their roles, but, by addressing specific apprehensions, they also may engender expectations of successful and beneficial outcomes from the counseling experience. Strong (1978) has suggested that: The counselor's choice among available behaviors might

be guided by the individual client's needs and his or her precounseling expectations in order to establish an effective, influential basis for counseling.

Since lack of time and scheduling problems emerge from these students as perceived significant deterrents to the initiation and maintenance of counseling relationships, it seems reasonable to suggest an administrative re-evaluation of the counseling function and objectives.

The purpose of a study by Eddy, Richardson, and Allberg (1982), was to provide counselors with practical strategies within their realm of influence and control, in efforts to communicate to principals and other school administrators the need for the school counselor to counsel. These strategies include:

1. The counselor's conception of his or her role and function, and his or her ability to communicate the necessary balance and parameter of his or her duties to administrators and colleagues. This is a salesmanship quality that by nature is persuasive.
2. Counselors must engage in anticipatory management, that is, be able to anticipate

and influence problem solving and decision making in the school that is apt to impinge on their counseling time. This requires being able to develop a plan, to organize, and to accept the inevitability of having to deal with extra demands on their time, as opposed to passively hoping the problem will go away.

3. Counselors should be able to elicit involvement of and inputs from administrators and professionals in other subsystems (parents, teachers, etc.) in servicing the critical needs of students. Shared responsibility becomes the first step to achieving respect for the counselor's work. Counselors should not assume that everyone understands the value of the counselor's work in relation to school youth.
4. Counselors need to accept the fact that the same social influence models they use for interacting with the youth can be used with other significant persons (e.g., the principal) to affect school policy. Thus, the role of interpersonal skills is vital in

building and maintaining relationships with administrators. Accordingly, assertiveness, conflict management, and mutual problem solving have their constructive value in program development, once effective and mature relationships are realized with administrators and colleagues.

Clearly, counselors need to develop proficiencies and strategies that could enable them to defend their primary role of guidance and counseling in the schools. Counselors (Eddy, Richardson, and Allberg, 1982) need to communicate persuasively what they can offer specific counselees in technical knowledge and skills, and counseling should be communicated as a purposeful activity that produces definite gains.

In addition to counseling orientation presentations and strategies for maintaining and increasing counselor's use of time for counseling, the author suggests that counselors distribute surveys for continuous feedback. Student perceptions and expectations will be in constant change; it is inevitable. Counselor awareness is crucial; awareness of students' needs, expectations, and apprehensions; awareness of pressing issues common to the particular age group; awareness of student

perceptions toward the counselor and the counseling process, and; counselor awareness of self behaviors and his or her counseling environment.

The most important aspect of the counseling process is the interpersonal relationship developed between the counselor and counselee. Elements within the physical setting or elements generated by the counselor's behaviors, attitudes, or personality that annoy the counselee are detrimental to the counseling relationship. To the extent that the counselee feels insecure, afraid, hostile or experiences a negative reaction to the counselor or to the counseling environment, the prognosis for initiating or continuing in and profiting from the counseling relationship is poor (Baily, Myers, & Smith, 1977).

Awareness of student perceptions will enable counselors to improve themselves, their programs, and their environment, as well as address student concerns and allow for continued personal, social, and academic growth and development.

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APPENDICES

EASTERN ILLINOIS UNIVERSITY SURVEY - QUESTIONNAIRE FORM

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

USE NO. 2 PENCIL ONLY

- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

GENERAL DIRECTIONS

READ THE ITEM CAREFULLY!

If you feel: "Yes indeed, this is definitely a reason I did not go to see my counselor at one or more times," - mark STRONG REASON, S. If you feel: "This was one reason, but there others," - mark MODERATE REASON, M. If you feel: "This may have been a reason, I never thought of it in this way," - mark WEAK REASON, W. If you feel: "This reason has never prevented me from seeing my counselor," - mark DOES NOT APPLY, D.

CODES									
A	B	C	D	E	F	G	H	I	
0	0	0	0	0	0	0	0	0	0
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7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

	S	M	W	D
1. I did not have the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Counselor prefers students with good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My concern was not important enough to bother the counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Counselor is on the side of the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I just don't like my counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Counselor might act concerned, but inside, will be laughing at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I've seen my counselor too much already.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Counselor cannot help me with my real problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I'm too shy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Counsleor deals only with school/college/occupational problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I do not like to tell a stranger about personal things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Counselor usually tries to rush me off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Didn't know who my counselor was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Counselor was busy or not in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Afraid I would not get the answers I wanted to hear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Counselor is not interested in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I couldn't work up the nerve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Counselor and I irritate each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Would have heard the same things I've heard from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Counselor seems too superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I wanted to see the counselor but never got around to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUED ON REVERSE SIDE

DO NOT WRITE IN THIS SPACE

SURVEY - QUESTIONNAIRE FORM



TESTING CENTER

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

T-2

	S M W D
22. Counselor would argue against what I want.	○ ○ ○ ○ ○ ○ ○ ○
23. It's hard for me to talk to counselors of the opposite sex.	○ ○ ○ ○ ○ ○ ○ ○
24. Counselor makes me feel dumb.	○ ○ ○ ○ ○ ○ ○ ○
25. I'm not sure how to begin talking to the counselor.	○ ○ ○ ○ ○ ○ ○ ○
26. Counselor does not welcome me.	○ ○ ○ ○ ○ ○ ○ ○
27. I don't trust counselors.	○ ○ ○ ○ ○ ○ ○ ○
28. Counselor prefers college bound students.	○ ○ ○ ○ ○ ○ ○ ○
29. I would be embarrassed to reveal my real concerns.	○ ○ ○ ○ ○ ○ ○ ○
30. Counselor has too many students to be effectively concerned with individuals.	○ ○ ○ ○ ○ ○ ○ ○
31. I had a bad experience with a counselor.	○ ○ ○ ○ ○ ○ ○ ○
32. Counselor seems artificial.	○ ○ ○ ○ ○ ○ ○ ○
33. It is difficult for me to talk to the counselor.	○ ○ ○ ○ ○ ○ ○ ○
34. Counselor doesn't understand me.	○ ○ ○ ○ ○ ○ ○ ○
35. Unsure if I can go to counselor other than one to whom I am assigned.	○ ○ ○ ○ ○ ○ ○ ○
36. Counselor talks too much - does not listen to me.	○ ○ ○ ○ ○ ○ ○ ○
37. It's hard for me to talk to counselors of the same sex.	○ ○ ○ ○ ○ ○ ○ ○
38. Counselor doesn't have the information I need.	○ ○ ○ ○ ○ ○ ○ ○
39. I am afraid the counselor would disapprove if the truth were known.	○ ○ ○ ○ ○ ○ ○ ○
40. Afraid counselor will pass information about me to other people.	○ ○ ○ ○ ○ ○ ○ ○
41. I felt that talking to a counselor would only increase my troubles.	○ ○ ○ ○ ○ ○ ○ ○
42. I would not want my friends to know I was seeing a counselor.	○ ○ ○ ○ ○ ○ ○ ○

EASTERN ILLINOIS UNIVERSITY SURVEY - QUESTIONNAIRE FORM

IMPORTANT DIRECTIONS: FOR MARKING ANSWERS

GENERAL DIRECTIONS

CODES									
A	B	C	D	E	F	G	H	I	
0	0	0	0	0	0	0	0	0	0
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USE NO. 2 PENCIL ONLY

- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

43. Counselor tries to run things too much.

S M W D
0 0 0 0 0 0 0 0

44. Counselor has no business in my life.

0 0 0 0 0 0 0 0

45. Afraid counselor would place me in
~~higher level classes~~

0 0 0 0 0 0 0 0

46. There is no way anyone can help the
~~mess I'm in.~~

0 0 0 0 0 0 0 0

47. If I were honest, it might hurt counselor's
~~recommendation for my college or job admission.~~

0 0 0 0 0 0 0 0

48. Counselor is unable or unwilling to change
~~schedule around my needs.~~

0 0 0 0 0 0 0 0

49. Afraid parents would find out I
~~had talked with the counselor.~~

0 0 0 0 0 0 0 0

50. Weak people go to counselors.

0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0

If there are reasons which you feel have prevented you from
seeing the counselor, in addition to any included in this
questionnaire, please accurately describe them in the fol-
lowing space provided. Thank you for your cooperation.

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EASTERN ILLINOIS UNIVERSITY SURVEY - QUESTIONNAIRE FORM

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

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- Do NOT USE PENS.
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- Erase clearly any answer you change.
- Make no stray marks.

GENERAL DIRECTIONS

READ THE ITEM CAREFULLY!

If you feel: "Yes indeed, this is definitely a reason I did not go to see my counselor at one or more times," - mark **STRONG REASON, S**. If you feel: "This was one reason, but there others," - mark **MODERATE REASON, M**. If you feel: "This may have been a reason, I never thought of it in this way," - mark **WEAK REASON, W**. If you feel: "This reason has never prevented me from seeing my counselor," - mark **DOES NOT APPLY, D**.

CODES									
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7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

	S	M	W	D
1. I did not have the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Counselor prefers students with good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My concern was not important enough to bother the counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Counselor is on the side of the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I just don't like my counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Counselor might act concerned, but inside, will be laughing at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I've seen my counselor too much already.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Counselor cannot help me with my real problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I'm too shy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Counsleor deals only with school/college/occupational problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I do not like to tell a stranger about personal things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Counselor usually tries to rush me off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Didn't know who my counselor was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Counselor was busy or not in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Afraid I would not get the answers I wanted to hear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Counselor is not interested in me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I couldn't work up the nerve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Counselor and I irritate each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Would have heard the same things I've heard from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Counselor seems too superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I wanted to see the counselor but never got around to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUED ON REVERSE SIDE

DO NOT WRITE IN THIS SPACE

SURVEY - QUESTIONNAIRE FORM



TESTING CENTER

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

T-2

	S M W D
22. Counselor would argue against what I want.	○ ○ ○ ○ ○ ○ ○ ○
23. It's hard for me to talk to counselors of the opposite sex.	○ ○ ○ ○ ○ ○ ○ ○
24. Counselor makes me feel dumb.	○ ○ ○ ○ ○ ○ ○ ○
25. I'm not sure how to begin talking to the counselor.	○ ○ ○ ○ ○ ○ ○ ○
26. Counselor does not welcome me.	○ ○ ○ ○ ○ ○ ○ ○
27. I don't trust counselors.	○ ○ ○ ○ ○ ○ ○ ○
28. Counselor prefers college bound students.	○ ○ ○ ○ ○ ○ ○ ○
29. I would be embarrassed to reveal my real concerns.	○ ○ ○ ○ ○ ○ ○ ○
30. Counselor has too many students to be effectively concerned with individuals.	○ ○ ○ ○ ○ ○ ○ ○
31. I had a bad experience with a counselor.	○ ○ ○ ○ ○ ○ ○ ○
32. Counselor seems artificial.	○ ○ ○ ○ ○ ○ ○ ○
33. It is difficult for me to talk to the counselor.	○ ○ ○ ○ ○ ○ ○ ○
34. Counselor doesn't understand me.	○ ○ ○ ○ ○ ○ ○ ○
35. Unsure if I can go to counselor other than one to whom I am assigned.	○ ○ ○ ○ ○ ○ ○ ○
36. Counselor talks too much - does not listen to me.	○ ○ ○ ○ ○ ○ ○ ○
37. It's hard for me to talk to counselors of the same sex.	○ ○ ○ ○ ○ ○ ○ ○
38. Counselor doesn't have the information I need.	○ ○ ○ ○ ○ ○ ○ ○
39. I am afraid the counselor would disapprove if the truth were known.	○ ○ ○ ○ ○ ○ ○ ○
40. Afraid counselor will pass information about me to other people.	○ ○ ○ ○ ○ ○ ○ ○
41. I felt that talking to a counselor would only increase my troubles.	○ ○ ○ ○ ○ ○ ○ ○
42. I would not want my friends to know I was seeing a counselor.	○ ○ ○ ○ ○ ○ ○ ○

EASTERN ILLINOIS UNIVERSITY SURVEY - QUESTIONNAIRE FORM

IMPORTANT DIRECTIONS : FOR MARKING ANSWERS

USE NO 2 PENCIL ONLY

- Do NOT USE PENS.
- Make heavy black marks that completely fill circle.
- Erase clearly any answer you change.
- Make no stray marks.

GENERAL DIRECTIONS

CODES									
A	B	C	D	E	F	G	H	I	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

43. Counselor tries to run things too much.

S M W D

0 0 0 0 0 0 0 0 0 0

44. Counselor has no business in my life.

0 0 0 0 0 0 0 0 0 0

45. Afraid counselor would place me in
higher level classes.

0 0 0 0 0 0 0 0 0 0

46. There is no way anyone can help the
mess I'm in.

0 0 0 0 0 0 0 0 0 0

47. If I were honest, it might hurt counselor's
recommendation for my college or job admission.

0 0 0 0 0 0 0 0 0 0

48. Counselor is unable or unwilling to change
schedule around my needs.

0 0 0 0 0 0 0 0 0 0

49. Afraid parents would find out I
had talked with the counselor.

0 0 0 0 0 0 0 0 0 0

50. Weak people go to counselors.

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If there are reasons which you feel have prevented you from
seeing the counselor, in addition to any included in this
questionnaire, please accurately describe them in the fol-
lowing space provided. Thank you for your cooperation.

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APPENDIX II

Items Ranked According To STRONG Response Percentages

Ranking	Total Percentage of N*	Item Number	
1	29.4	11	I do not like to tell a stranger about personal things.
2	18.3	40	Afraid counselor will pass information about me to other people.
3	15.7	1	I did not have the time.
3	15.7	29	I would be embarrassed to reveal my real concerns.
4	15.3	14	Counselor was busy or not in.
5	14.5	25	I'm not sure how to begin talking to the counselor.
6	14.0	10	Counselor deals only with school/college/occupational problems.
6	14.0	21	I wanted to see the counselor but never got around to it.
7	13.2	33	It is difficult for me to talk to the counselor.
8	12.8	8	Counselor cannot help me with my real problems.
8	12.8	30	Counselor has too many students to be effectively concerned with individuals.
9	12.3	3	My concern was not important enough to bother the counselor.

10	11.5	48	Counselor is unable or unwilling to change schedule around my needs.
11	10.2	42	I would not want my friends to know I was seeing a counselor.
12	8.9	28	Counselor prefers college bound students.
12	8.9	39	I am afraid the counselor would disapprove if the truth were known.
12	8.9	44	Counselor has no business in my life.
12	8.9	46	There is no way anyone can help the mess I'm in.
13	7.2	19	Would have heard the same things I've heard from others.
14	6.8	13	Didn't know who my counselor was.
14	6.8	22	Counselor would argue against what I want.
14	6.8	23	It's hard for me to talk to counselors of the opposite sex.
14	6.8	24	Counselor makes me feel dumb.
14	6.8	31	I had a bad experience with a counselor.
14	6.8	32	Counselor seems artificial.
15	6.4	50	Weak people go to counselors.
16	6.0	6	Counselor might act concerned, but inside, will be laughing at me.

16	6.0	15	Afraid I would not get the answers I wanted to hear.
16	6.0	17	I couldn't work up the nerve.
16	6.0	20	Counselor seems too superior.
16	6.0	34	Counselor doesn't understand me.
16	6.0	49	Afraid parents would find out I had talked with the counselor.
17	5.5	2	Counselor prefers students with good grades.
17	5.5	4	Counselor is on the side of the teacher.
17	5.5	27	I don't trust counselors.
17	5.5	41	I felt that talking to a counselor would only increase my troubles.
18	5.1	12	Counselor usually tries to rush me off.
18	5.1	43	Counselor tries to run things too much.
19	4.7	9	I'm too shy.
19	4.7	35	Unsure if I can go to counselor other than one to whom I am assigned.
20	4.3	36	Counselor talks too much - does not listen to me.
20	4.3	38	Counselor doesn't have the information I need.

20	4.3	47	If I were honest, it might hurt counselor's recommendation for my college of job admission.
21	3.8	5	I just don't like my counselor.
22	3.4	26	Counselor does not welcome me.
22	3.4	37	It's hard for me to talk to counselors' of the same sex.
23	2.6	45	Afraid counselor would place me in higher level classes.
24	2.1	7	I've seen my counselor too much already.
24	2.1	16	Counselor is not interested in me.
25	1.3	18	Counselor and I irritate each other.

APPENDIX III

Rank Item Percentages For
Internal And External Responses

Ranking (I*)	(O*)	Total Percentage of N*	Item Number	Internal Responses
1	1	29.4	11	I do not like to tell a stranger about personal things.
2	3	15.7	1	I did not have the time.
2	3	15.7	29	I would be embarrassed to reveal my real concerns.
3	5	14.5	25	I'm not sure how to begin talking to the counselor.
4	6	14.0	21	I wanted to see the counselor but never got around to it.
5	7	13.2	33	It is difficult for me to talk to the counselor.
6	9	12.3	3	My concern was not important enough to bother the counselor.
7	11	10.2	42	I would not want my friends to know I was seeing a counselor.
8	12	8.9	39	I am afraid the counselor would disapproved if the truth were known.
8	12	3.9	44	Counselor has no business in my life.
9	13	7.2	19	Would have heard the same things I've heard from others.
10	14	6.8	13	Didn't know who my counselor was.

10	14	6.8	23	It's hard for me to talk to counselors of the opposite sex.
10	14	6.8	31	I had a bad experience with a counselor.
11	15	6.4	50	Weak people go to counselors.
12	16	6.0	15	Afraid I would not get the answers I wanted to hear.
12	16	6.0	17	I couldn't work up the nerve.
12	16	6.0	49	Afraid parents would find out I had talked with the counselor.
13	17	5.5	27	I don't trust counselors.
13	17	5.5	41	I felt that talking to a counselor would only increase my troubles.
14	19	4.7	9	I'm too shy.
14	19	4.7	35	Unsure if I can go to counselor other than one to whom I am assigned.
15	20	4.3	47	If I were honest, it might hurt counselor's recommendation for my college or job admission.
16	21	3.8	5	I just don't like my counselor.
17	22	3.4	37	It's hard for me to talk to counselors of the same sex.
18	24	2.1	7	I've seen my counselor too much already.

Ranking (E*)	(O*)	Total Percentage of N*	Item Number	External Responses
1	2	18.3	40	Afraid counselor will pass information about me to other people.
2	4	15.3	14	Counselor was busy or not in.
3	6	14.0	10	Counselor deals only with school/college/occupational problems.
4	8	12.8	8	Counselor cannot help me with my real problems.
4	8	12.8	30	Counselor has too many students to be effectively concerned with individuals.
5	10	11.5	48	Counselor is unable or unwilling to change schedule around my needs.
6	12	8.9	28	Counselor prefers college bound students.
6	12	8.9	46	There is no way anyone can help the mess I'm in.
7	14	6.8	22	Counselor would argue against what I want.
7	14	6.8	24	Counselor makes me feel dumb.
7	14	6.8	32	Counselor seems artificial.
8	16	6.0	6	Counselor might act concerned, but inside, will be laughing at me.
8	16	6.0	20	Counselor seems too superior.
8	16	6.0	34	Counselor doesn't understand me.

9	17	5.5	2	Counselor prefers students with good grades.
9	17	5.5	4	Counselor is on the side of the teacher.
10	18	5.1	12	Counselor usually tries to rush me off.
10	18	5.1	43	Counselor tries to run things too much.
11	20	4.3	36	Counselor talks too much - does not listen to me.
11	20	4.3	38	Counselor doesn't have the information I need.
12	22	3.4	26	Counselor does not welcome me.
13	23	2.6	45	Afraid counselor would place me in higher level classes.
14	24	2.1	16	Counselor is not interested in me.
15	25	1.3	18	Counselor and I irritate each other.

* E = External

* O - Overall

* N = 235

 If there are reasons which you feel have prevented you from seeing the counselor, in addition to any included in this questionnaire, please accurately describe them in the following space provided. Thank you for your cooperation.

To me here at J.H.S. the counselors are only interested with high class people, those who get good grades and stuff. There's one counselor here that I don't believe is right for this type of position. This person is rude to students and acts like they don't care.

CONTINUED ON REVERSE SIDE

I didn't feel I had any major problems, through my high school years & when I did I talked to my mom

I didn't like my old counselor.
 But I like the New one.

The counselors were too lazy to help with the problems and seemed to just leave them the way they (classes) were. Couldn't relate to having a job and taking hard classes which I couldn't study for so would drop my grade & grade pt. average

CONTINUED ON REVERSE SIDE

Just because of shyness!

Our old counselor intimidated me at one point. Our counselor now is up to date with requirements and is always wanting to help.

Not one military recruiter has visited this high school. I wonder if the military is not important in high school. In my opinion, the counselors do not consider military important. It also was not mentioned in this school.

CONTINUED ON REVERSE SIDE

I didn't feel I need help from the counselor

I mainly work out problems myself. Counselors usually give you "pat" help. Typical stuff, not personal.

I feel I have too many other problems without adding more to them!

I like to try to solve my problems myself before I ask someone to help. Usually given time, I do manage to solve my problems.

Counselors seem to have favorite people they would rather talk to. Often those people are in the Guidance Office (or Nurse) while the rest of us go to class and have to work for our grades. It is only lately that seem to know my name. Only 5 days left out of the school year.

CONTINUED ON REVERSE SIDE

get called down to talk about something; makes a bad experience; take the side of the person in the office don't understand the others feelings, makes for a very one sided and unpleasant experience!

CONTINUED ON REVERSE SIDE

No reason for going to a counselor

The counselor doesn't really know what's going on around the kids or person's life.

Counselors sometimes don't act like they give a damn. They more or less act like they have to talk to you, because it's their job. If they only took the time to try & understand, I think kids would go more often.

They act like it's your fault when it happens.

I like to take my problem to someone I know and respect. I've never considered a counselor

Sometimes my concerns do not seem appropriate enough to bother the counselor.

I did answer the questions truthfully even though the majority of the answers are the same. I feel the counselors here at JHS are good and willing to take time out for students. I have had good experience with all my counselors.

CONTINUED ON REVERSE SIDE

My sophomore & part of junior year, I didn't even know what the counselor was there for.